

Professional Educator Standards Board

2008 Strategic Plan



Finding from PESB Comprehensive Analysis Report -

“Although educator preparation programs are required to produce a significant amount of data related to various aspects of program quality, these data are not systematically compiled in a way that provides a comprehensive picture, across institutions, that can be accessed and reviewed by policymakers or the public” - PESB

- Goal 1:** A state-level system for assessing educator preparation program quality
- Ends Policy:** State policy makers, educators, and the public will have access to clear and comprehensive information on educator preparation program quality, focused on impact on student learning, to monitor program quality and make necessary changes in policy.
- Objective 1.1:** Achieve explicit connections between pre-service preparation and knowledge and skills required in classrooms and schools
- Objective 1.2:** Evaluate and adopt policy related to annual data reporting requirements for Professional Education Advisory Boards
- Objective 1.3:** Ensure content-specific expertise within the endorsement program review process
- Objective 1.4:** Identify criteria and means for public reporting of innovative practices of approved teacher preparation programs
- Objective 1.5:** Provide comprehensive information and data to be made public via the PESB and OSPI websites

Finding from PESB Comprehensive Analysis Report -

“Currently, student performance data and strategies for school and student learning improvement are not systematically shared with educator preparation programs or used to drive preparation program improvement” “Student performance data must be used to drive coordinated strategic planning between P-12 and higher education to improve student learning and close the achievement gap.” - PESB

- Goal 2:** Ongoing strategic planning across sectors grounded in student performance data

Ends Policy: Educator preparation programs and P-12 state and local leadership will routinely engage in collaborative strategic planning that is grounded in K-12 student performance data to inform programmatic and policy changes to improve student learning.

Objective 2.1: Facilitate new opportunities for collaborative strategic planning

Finding from PESB Comprehensive Analysis Report -

“Recognizing the value of field-based experiences in the preparation of educators, we need to increase support available for partnerships. Increased support for partnerships can create opportunities to apply research and best practices to real-life situations and have larger implications for system-wide changes in policy and practice” – PESB

Goal 3: Incentives and supports for model partnerships

Ends Policy: Higher education institutions and school districts will jointly operate field-based partnerships to address challenges or pilot promising practices in both educator preparation and school improvement efforts.

Ends Policy: Deans and directors of colleges of education and colleges of liberal arts and science will operate collaboratively, reflecting shared goals and perspectives, to achieve truly evidence-based preparation of educators.

Objective 3.1: Create and sustain district/higher education partnerships.

Objective 3.2: Dissolve institutional barriers through model strategies for effective collaboration between deans/director of colleges of education and colleges of liberal arts and sciences.

Finding from PESB Comprehensive Analysis Report -

“Standards for educator prep and cert need to not only align with today’s student standards, but need to be reviewed and revised in anticipation of what our students will need to know and be able to do in the future They must be out ahead of the curve, reflecting research and rigorous dialogue” “Concern exists as to whether math-related endorsement competencies reflect current research re: the critical math content and pedagogy teachers providing math instruction should possess” - PESB

- Goal 4:** An agreed-upon and widely understood system for review and revision of high and relevant preparation standards and certification requirements for all educators
- Ends Policy:** All WA educators will be prepared and certified according to high and rigorous standards to ensure they are effective in helping students meet or exceed state learning goals.
- Objective 4.1:** Ensure process for initial program approval, ongoing review and reapproval, as well as any reporting requirements, are clearly articulated in WAC and PESB guidelines
- Objective 4.2:** Focus standards on diversity in cultural knowledge and respect; use of technology in a global world; applied learning; and personalization that allows for effective, meaningful connections with students.
- Objective 4.4:** Ensure that program designs and requirements of educator preparation programs reflect the shift to evidence-based standards
- Objective 4.5:** Ensure provision of technical assistance and support for educator programs to transition to evidence-based knowledge and skill standards.
- Objective 4.6:** Ensure that interstate reciprocity agreements and requirements for out-of-state institutions /candidates uphold high standards without discouraging entry into WA educator profession.

Finding from PESB Comprehensive Analysis Report -

“Washington’s existing data sources stop short of capturing all that matters in providing important facts about the teacher workforce and teaching quality” - UW, 2003

- Goal 5:** State-level capacity and coordination in collecting and analyzing critical data for decision making.
- Ends Policy:** State policymakers, educators and citizens will have access to comprehensive information about the educator workforce, provided through a coordinated state data system, for tracking progress and informing decision making.
- Objective 5.1:** Advocate for legislative policy and funding to support the development and implementation of an educator workforce data system to inform policy development and analysis, including ability to track educator assignment and credentials.

Finding from PESB Comprehensive Analysis Report –

Greater access, opportunity, and system options for educators to become appropriately credentialed must be created statewide to eliminate the necessity for out-of-endorsement assignment. The best systems of preparation and certification are of little impact if educators are not assigned in the field in which they were prepared and certified. – PESB.

Goal 6: Realistic strategies for ending out-of-field assignment

Ends Policy: All Washington teachers will be assigned in roles appropriate for their state-issued certificate to ensure all students receive instruction from teachers who possess adequate knowledge and skills related to the subjects they teach.

Objective 6.1: Create more options, access and incentives to gain additional endorsements

Objective 6.1: Develop a plan and a timeline for policy changes ending out-of-endorsement assignment by 9/2009

Finding from PESB Comprehensive Analysis Report -

“Washington State has no system for tracking the quality, quantity, access to or satisfaction with state-approved inservice professional development. No central source of information on providers, ratings, or recommendations by consumers exists. - PESB “Math Teachers Count” Report, 2004

“Put simply, the continuing education system treats virtually anything as suitable ‘continuing education’ for teachers, as the number of approved providers is vast and highly varied. Continuing graduate education, as well, can cover a multitude of educational experiences, some related directly to teaching but many not. In short, these investments in professional learning often have little to do with the purposes of the state’s educational reform or specific learning needs of teachers”.6 – UW, 2003

Goal 7: New standards and state system to ensure high quality professional development for educators

Ends Policy: State approved providers of professional development will be held to high quality standards that reflect certification standards and student learning improvement goals to ensure accountability for high quality offerings.

Ends Policy: All Washington educators will have access to information, and opportunity to participate in, high quality professional development that enhances their capacity to positively impact student learning.

Objective 7.1: Establish standards in WAC for all state-approved providers of continuing education that reflect research-based effective practices in professional development; the Washington Professional Development Guidelines; and alignment with Washington’s certification standards, EALRs, and GLEs.

Objective 7.2: Transition to certificate renewal requirements / processes that complement evidence-based educator preparation and development.

Finding from PESB Comprehensive Analysis Report -

“A greater repertoire of options for educator preparation must be added to those that currently exist. There are still geographic regions in Washington State where individuals who wish to become educators lack reasonable access to a preparation program. Additionally, some individuals need greater flexibility in preparation program design to meet their needs. Criteria for approving new preparation programs should include clear demonstration of how the program will expand current options, in terms of providing greater access and ability to address state goals and candidate needs

Goal 8: Enhanced access and expanded program delivery options for pre-service educator preparation

Ends Policy: All prospective educators in Washington will have affordable access to evidence-based educator preparation programs regardless of geographic location to help ensure equity and an effective state system of supply and demand.

Objective 8.1: Support institutions in implementing greater use of technology in pre-service preparation; including greater use of online technology and strategies for more effective use of the K-20 network.

Objective 8.2: Expand options and access to educator preparation

Finding from PESB Comprehensive Analysis Report -

“Washington’s educator shortages are in specific teaching subject areas, educator roles, and geographic regions of the state. . . . Thus a targeted state systems approach to recruitment and preparation is needed”

Goal 9: Systemic and strategic approach to educator recruitment

Ends Policy: Financial and other forms of incentives, together with easily navigated processes for state certification, will encourage and facilitate prospective educators to practice in Washington State to ensure an adequate supply of highly qualified educators.

Educator recruitment strategies will attract more diverse candidates to educator professions so that Washington's educator workforce will reflect the diversity of its student population.

Objective 9.1: Annually convene the leadership of higher education educator preparation programs, state agencies, school districts and community organizations to discuss and develop a collective strategy for impacting educator recruitment

Objective 9.2: Identify and eliminate unnecessary policy and practice barriers to entry into the professions.

Finding from PESB Comprehensive Analysis Report -

"Our best efforts at preparation and certification are for naught if educators burn out and leave the profession because they don't have adequate support and resources."

Goal 10: A state-supported career-long continuum of educator development

Ends Policy: All Washington educators will report receiving adequate professional support and resources to ensure they are effective in their professional roles throughout their career.

Objective 10.1: Support state policy and funding requests to support high-quality, sustained beginning teacher induction and mentoring

Objective 10.2: Provide professional support for current workforce